## Best of the Best of Online Pedagogical Practices: The Bonk Bingo Board and Beyond

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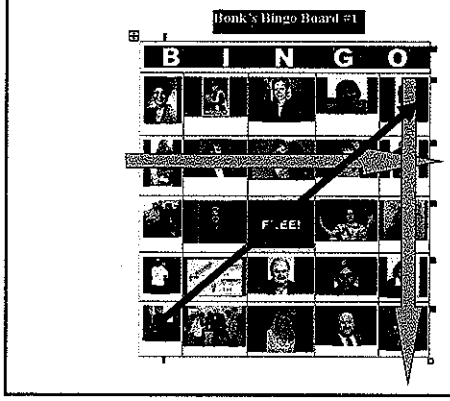
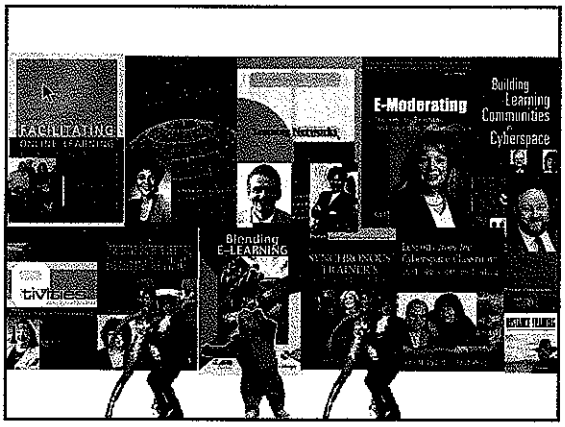



## Time to Play Celebrity Bingo!

**Can you identity some of the key scholars in online learning pedagogy...???**




**Linda Harasim, Simon Fraser and TeleLearning Centres of Excellence**
**(Quote: June 4, 2002, Global Educators' Network)**

"Bruffee (1999) argues that knowledge is a construct of the community's form of discourse, maintained by local consensus and subject to endless conversation. Learning is a social, negotiated, consensual process. Discourse is key...students collaborate in small groups, then in larger or plenary groups to increasingly come to intellectual convergence."

## 1. Linda Harasim's Model of Online Collaborative Learning

1. **Idea Generating:** implies divergent thinking, brainstorming, verbalization and thus sharing of ideas and positions.
2. **Idea Linking:** involves evidence of conceptual change, intellectual progress and the beginning of convergence as new or different ideas become clarified and identified and clustered into various positions.
3. **Intellectual Convergence:** is typically reflected in shared understanding (including agreeing to disagree) and is especially evident in co-production, whether a theory, a publication, an assignment, a work of art.

## 2. Robin Mason's (1991) 3 Roles

Open University, r.d.mason@open.ac.uk

- **Organizational:** set agenda, objectives, timetable, procedural rules
  - Patience, vary things, spur discussion, invites
- **Social:** welcome, thank, provide feedback, and set generally positive tone
  - Reinforce good things, invite to be candid
- **Intellectual:** probe, ask q's, refocus, set goals, weave comments, synthesize comments
  - Know when to summarize and to leave alone

## Robin Mason (1998)

http://www.aln.org/alnweb/magazine/vol2_issue2/Masonfinal.htm
ALN Magazine Volume 2, Issue 2 - October 1998

- Computer conferencing ideal medium to break down distinction between teacher and taught
- Create communities with resources, places, & people
- Need to motivate students to participate; use sync events to maintain interest and enthusiasm
- Need to design activities for nonparticipators
- Lack of time is a challenge
  - learners want short courses, learning objects, and just-in-time teaching

## Four crucial advantages to the asynchronous media Robin Mason's (2006) Web Site

http://let.open.ac.uk/pp/r.d.mason/globalbook/syncasync.html

1. Flexibility - access to the teaching material (e.g. on the Web, or computer conference discussions) can take place at any time (24 hours of the day, 7 days a week) and from many locations (e.g. oil rigs)
2. Time to reflect - rather than having to react 'on one's feet', asynchronous systems allow the learner time to mull over ideas, check references, refer back to previous messages and take any amount of time to prepare a comment
3. Situated learning - because the technology allows access from home and work, the learner can easily integrate the ideas being discussed on the course with the working environment, or access resources on the Internet as required on the job
4. Cost-effective technology - text based asynchronous systems require little bandwidth and low end computers to operate, thus access, particularly global access is more equable.

## 3. Study of Four Classes

(Berge, 1995; Bonk, Kirkley, Hara, & Dennen, 2001; Ashton & Teles, 2001)

- **Technical:** Train, early tasks, be flexible, orientation task (passwords & equipment work?)

- **Managerial:** Initial meeting, FAQs, detailed syllabus, calendar, assign e-mail pals, gradebooks, email updates (understand structure?)

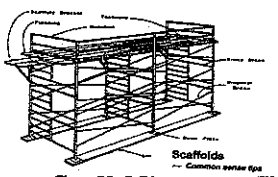
- **Pedagogical:** Peer feedback, debates, PBL, cases, field reflections, portfolios, teams, portfolios (interacting, summarizing)

- **Social:** Café, humor, interactivity, profiles, foreign guests, digital pics, conversations (tone)

## 4. Matrix of Web Interactions

(Cummings, Bonk, & Jacobs, 2002, Internet in Higher Ed)

**Instructor to Student:** Syllabus, notes, feedback.
**to Instructor:** Course resources, syllabi, notes.
**to Practitioner:** Tutorials, articles, news.
**Student to Student:** Comments, sample work, links.
**to Instructor:** Votes, tests, papers, evals.
**to Practitioner:** Web links, resumes, reflections
**Practitioner to Student:** Internships, jobs, e-fieldtrips
**to Instructor:** Opinion surveys, fdbk, listservs
**to Practitioner:** Forums, listservs, prof devel.




5.

### Types of Heavy Scaffolding:

1. Social Acknowledgement
2. Questioning
3. Direct Instruction
4. Modeling/Examples
5. Feedback/Praise
6. Cognitive Task Structuring
7. Cognitive Elaborations/Explanations
8. Push to Explore
9. Fostering Reflection/Self Awareness
10. Encouraging Articulation/Dialogue Prompting
11. General Advice/Scaffolding/Suggestions
12. Management

**Social (and cognitive) Acknowledgement:** "Hello...," "I agree with everything said so far...," "Wow, what a case," "This case certainly has provoked a lot of discussion...," "Glad you could join us..."

Questioning: "What is the name of this concept...?," "Another reason for this might be...?," "An example of this is...," "In contrast to this might be...,""What else might be important here...?," "Who can tell me....?," "How might the teacher..?." "What is the real problem here...?," "How is this related to...?,", "Can you justify this?"

**Cognitive Task Structuring:** "You know, the task asks you to do...," "Ok, as was required, you should now summarize the peer responses that you have received...," "This is a difficult task, so you might start with..."

**Feedback/Praise:** "Wow, I'm impressed...," "That shows real insight into...," "Are you sure you have considered...," "Thanks for responding to 'X'...," "I have yet to see you or anyone mention..."

**Push to Explore:** "You might want to write to Dr. 'XYZ' for...," "You might want to do an ERIC search on this topic...," "Perhaps there is a URL on the Web that addresses this topic..."

**Fostering Reflection/Self Awareness:** "Restate again what the teacher did here," "How have you seen this before?," "When you took over this class, what was the first thing you did?," "Describe how your teaching philosophy will vary from this...," "How might an expert teacher handle this situation?"

## Encouraging Articulation/Dialogue Prompting:

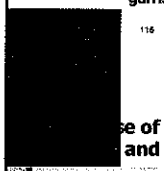
"What was the problem solving process the teacher faced here?," "Does anyone have a counterpoint or alternative to this situation?," "Can someone give me three good reasons why...," "It still seems like something is missing here, I just can't put my finger on it."

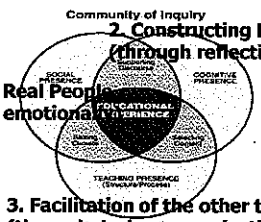
## Management (via private e-mail or discussion):

"Don't just criticize....please be sincere when you respond to your peers," "If you had put your case in on time, you would have gotten more feedback." "If you do this again, we will have to take away your privileges."

## 6. A Theory of Critical Inquiry in Online Distance Education, Randy Garrison, Terry Anderson, & Walter Archer

2003, Handbook of Distance Education, Moore & Anderson (Eds.)
garrison@ucalgary.ca; terrya@athabascau.ca






2. Constructing Meaning (through reflection/discourse)

e of Real People and emotional

3. Facilitation of the other two (through design, organization, e)

## 7. Factors in Creating any Community (Rick Schwier)

(1) membership/identity
(2) influence
(3) fulfill of indiv needs/rewards
(4) shared events & emotional connections

(McMillan & Chavis, 1986).

History, stories, expression, identity, participation, respect, autonomy, celebration, team building, shape group, Rick Schwier, 1999; University of Saskatchewan, richard.schwier@usask.ca)

## 8. How Facilitate Online Community?

(Chao, 1999, 2002; National Chengchi University, Taipei, Taiwan; cchao@nccu.edu.tw)

- Safety: Establish safe environment
- Tone: Flexible, inviting, positive, respect
- Personal: Self-disclosures, open, stories telling
- Sharing: Share frustrations, celebrations.
- Collaboration: Camaraderie/empathy
- Common language: conversational chat space
- Task completion: set milestones & grp goals
- Other: Meaningful, choice, simple, purpose...

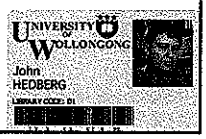
## Sense of Community for Bounded Learning Communities (Brent Wilson, 2004, IRRODL)

- Shared Goals: goals in common, working on common projects
- Safe to express thoughts
- Sense of belonging, collective identity
- Collaboration: working together
- Respectfully include people
- Discourse toward building knowledge
- Mutual appropriation: teach each other

## Portal/Hub

**(Stuckey, Hedberg, & Lockyer, in press)**

1. **Users as passive consumers**
2. **Varied membership**
3. **May not need to register**
4. **No ties between or access to other members**
5. **Links to resources and indexed sites**
6. **Database driven**
7. **Success = # of hits**




## Community

(Stuckey, Hedberg, & Lockyer, in press)

1. **Users are producers, consumers, and builders**
2. **Multi-dimensional communication**
3. **Strong reciprocal ties – real names used**
4. **Shared or team projects/activities; Develop jo artefacts**
5. **Access to experts and mentoring**
6. **Level of sustained commitment from developers and members**
7. **Varied roles for members**
8. **Moderation from members (Facilitators, mentors, etc.)**
9. **Success = engagement, ideas, development, trends**
10. **Members seek or establish f2f contact**

## How form a community...???

**A learning community is a group of individuals interested in a common topic or area, who engage in knowledge related transactions as well as transformations within it. They take advantage of the opportunity to exchange ideas and learn collectively.**

**(Bonk & Wisher, 2000; Fulton & Riel, 1999)**

**A learning community as defined by Kowch & Schwier (1997 pp.1) 'is a group of individuals engaged intentionally and collectively in the transaction, or transformation of knowledge'. Communities are not built they grow through personalisation, member participation, contribution and most importantly ownership (van der Kuyl, 2001).** (Stuckey, Hedberg, & Lockyer, in press)

## Seven factors Correlated with Sense of Community (Rovai, 2002, International Review of Research in Open and Distance Learning )

- **seven factors that the professional literature suggests are positive correlates to sense of community:**
  - **(a) transactional distance,**
  - **(b) social presence,**
  - **(c) social equality,**
  - **(d) small group activities,**
  - **(e) group facilitation,**
  - **(f) teaching style and learning stage, and**
  - **(g) community size.**

## Factors in Creating a Community

- **Goals and Milestones for the Group**
  - **(Kulp, 1999)**
- **Synchronous provides conversational space**
  - **(Colomb & Simutis (1996)**
- **Collab tasks/sharing build camaraderie & empathy**
  - **Rice-Lively (1994)**
- **Groups need shared frustrations and celebrations, implicit rules for communication, courteous and helpful behaviors, self-disclosures, openness, less isolation, simple tasks, general collab spirit.**

## Seven factors Correlated with Sense of Community

(Roval, 2002, International Review of Research in Open and Distance Learning )

**"As sense of learner community may be viewed as consisting of four related dimensions: spirit, trust, interaction, and commonality of learning expectations and goals."**

## How Facilitate Online Community?

- **Safety: Establish safe environment**
- **Tone: Flexible, inviting, positive, respect**
- **Personal: Self-disclosures, open, stories telling**
- **Sharing: Share frustrations, celebrations, etc**
- **Collaboration: Camaraderie/empathy**
- **Common language: conversational chat space**
- **Task completion: set milestones & grp goals**
- **Other: Meaningful, choice, simple, purpose...**

## Factors in Creating any Community

**(1) membership/identity**

**(2) influence**

**(3) fulfill of indiv needs/rewards**

**(4) shared events & emotional connections**

**(McMillan & Chavis, 1986).**

**(History, stories, expression, identity, participation, respect, autonomy, celebration, team building, shape group, Schwier, 1999)**

## Communities of Practice

Barab, Barnett, & Squire (2002)

1. **Significant history or heritage which members identify with**
2. **Shared cosmology (goals, practices, belief systems, collective stories)**
3. **Suggests something larger than any person (a collective whole)**
4. **Constantly reproducing itself and evolving, members lead it to future**

## Communities of Practice

Barab, Barnett, & Squire (2002)

5. **Common practice or mutual enterprise**
6. **Opportunities for interaction a participation**
7. **Meaningful relationships**
8. **Respect for diverse perspectives and minority views**

## Common Learning Community Principles and Technologies
(Bonk, Wisher, & Nigrelli, 2004)

1. Shared goals, mission, norms: calendars, schedules, archives, announcements, team logos, goals.
2. Trust and respect: email, profiles, sharing links, social ice breakers, testimonials
3. Shared spaces and idea exchanges: annotations, brainstorming, videoconferencing, whiteboards, site glossaries, work galleries

## Common Learning Community Principles and Technologies
(Bonk, Wisher, & Nigrelli, 2004)

4. Member collaboration, team products: annotations, application sharing, collab writing, drop boxes, virtual workspaces, announcements
5. Sense of identity, membership, expertise, growth: mentoring exchanges, sync group meetings, knowledge management

## Common Learning Community Principles and Technologies
(Bonk, Wisher, & Nigrelli, 2004)

6. Influence member participation: member surveys and polls
7. Sense of autonomy: course choices, work teams meet by interest
8. Shared history, sense of belonging, emotional connections: buddy lists, chat rooms, discussion forums, IM, MUDS, newsgroups, portals, listservs, email, memorable events

## Common Learning Community Principles and Technologies
(Bonk, Wisher, & Nigrelli, 2004)

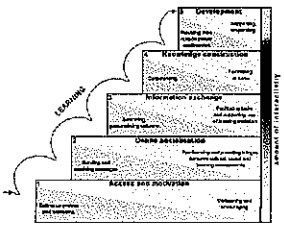
9. Fulfill personal needs, rewards, post member accomplishments acknowledgements: breakout rooms, intelligent agents, profiles, surveys, mentoring exchanges
10. Embedded in practice, integration in real world: applic sharing, online cases, simulations, sync conferencing, translation tools, job and internship reflections, guest chats, PBL

## Factors in Creating any Community
(Stuckey, Hedberg, & Lockyer, in press)

**"Communities require member participation and contribution, ownership, quality support and facilitation, shared direction, goals and projects (Wellman & Gulia, 1997; Palloff & Pratt, 1999; Kim, 2000)."**

## So what is a community?

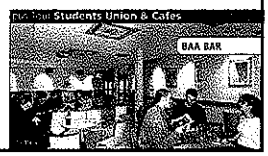
## 9. Model of Teaching and Learning Through CMC (Gilly Salmon, 2000)



## Salmon's 5 Stage Model of E-Moderating in Action in Wales

1. Access and Motivation
2. Online Socialisation
3. Information Exchange
4. Knowledge Construction
5. Development




## Stage 1: Access and Motivation

- Ensure Access
- Be welcoming and encouraging
- Motivation is an essential element
- Provide a gentle and interesting introduction
- Lots and lots of support


## Stage 2: On-line Socialization

- Create an on-line community but take note of sub-communities
- A different learning and teaching opportunity
- E-moderators input essential
- Be aware of the culture of the on-line community

## Stage 3: Information Exchange

- Co-operative transactions
- Interaction with content
- Interaction with people
- E-moderator guides the way

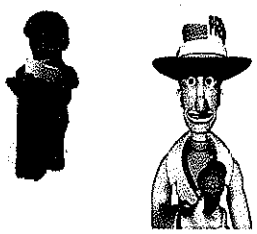
## Stage 4: Knowledge Construction

- Learners take control of their own knowledge construction
- Creation of new ways of building knowledge
- E-moderator helps learners in their construction
- Creativity

## Stage 5: Development

- Learners responsible for own learning
- Building on ideas
- Applying ideas in individual's context
- Learners now committed and creative
- Learners critical and self reflective


## Ok, Time to Report on What Some of the Other Experts Say...



## Karen Lazenby, Instructor Qualities,

Deputy-Director, Telematic Learning and Education Innovation (now Director, Client Service Center) (University of Pretoria, Nov., 2001, klazenby@tsamail.trsa.ac.za)

- Flexible (ability to shift between roles)
- Be patient, responsive, friendly, positive, supportive
- Limit lecture
- Allow learners to synthesize key pts
- Publish best student work
- Set clear posting/interaction rules
- Involve outside experts

## Online Teaching Skills

The Online Teacher, TAFE, Guy Kemshal-Bell (April, 2001)
guykb@iprimus.com.au

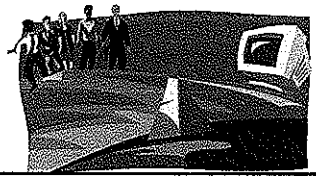
- Technical: email, chat, Web development
- Facilitation: engaging, questioning, listening, feedback, providing support, managing discussion, team building, relationship building, motivating, positive attitude, innovative, risk taking
- Managerial: planning, reviewing, monitoring, time management

## Three Most Vital Skills

The Online Teacher, TAFE, Guy Kemshal-Bell (April, 2001)

- Ability to engage the learner (30)
- Ability to motivate online learners (23)
- Ability to build relationships (19)
- Technical ability (18)
- Having a positive attitude (14)
- Adapt to individual needs (12)
- Innovation or creativity (11)

## Let's brainstorm comments (words or short phrases) that reflect your overall attitudes and feelings towards online teaching (facilitating)...



## Feelings Toward Online Teaching

The Online Teacher, TAFE, Guy Kemshal-Bell (April, 2001)
(Note: 94 practitioners surveyed.)

- Exciting (30)
- Challenging (24)
- Time consuming (22)
- Demanding (18)
- Technical issue (16); Flexibility (16)
- Potential (15)
- Better options (14); Frustrating (14)
- Collaborative (11); Communication (11); Fun (11)

## Pedagogical Recommendations

(Berge, Z.L. (1995). Facilitating Computer Conferencing: Recommendations From the Field. Educational Tech. 35(1) 22-30. http://www.emoderators.com/moderators/teach_online.html)

- Draw attention to conflicting views
- Do not lecture (Long, coherent sequence of comments yields silence)
- Request responses within set time
- Maintain non-authoritarian style
- Promote private conversations

## Managerial Recommendations

(Berge, 1995, The role of the online instructor/facilitator)

- Distribute lists of participants
- Provide timely administrative info books, enrollment, counseling, etc.
- Change procedures that are not working
- Change misplaced subject headings
- Decisively end discussion sessions
- Don't overload


## E-Moderating

E-Moderating: The Key to Teaching and Learning Online, (Gilly Salmon, (1999) Kogan Page)

1. Know when to stay silent for a few days.
2. Close off unused or unproductive conferences.
3. Provide a variety of relevant conference topics.
4. Deal promptly with dominance & harassment.
5. Weave, summarize, and archive often.
6. Be an equal (co-) participant in the conference.
7. Provide sparks or interesting comments.
8. Avoid directives and right answers.
9. Acknowledge all contributions.
10. Support others for e-moderator role.


## Online Techniques & Moderator Action

Gilly Salmon, The Open Univ., Business School

| Type: | Moderator Action: |
|---|---|
| 1) Idea Generation | · Emphasize BS rules |
| 2) Deepen Engagement | · Challenge, test, share |
| 3) Interest Groups | · Summarize, current info |
| 4) Debating | · Moderate, lobby, detail |
| 5) Market Research | · Ask key q's, follow-up |
| 6) Resource Recog. | · Offer feedback, prizes |
| 7) Exam Preparation | · Post q's, facilitate discuss |

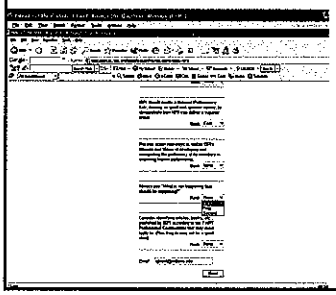
## E-tivities

Salmon, G. (2002). *E-tivities: The key to active online learning.* London: Kogan Page.

There are 5 vital features to e-tivities:

1. A small piece of information, stimulus or challenge (the 'spark')
2. Online activity which includes individual participating posting a contribution
3. An interactive or participative element- such as responding to the postings of others
4. Summary, feedback or critique from an e-moderator (the 'plenary')
5. All the instructions to take part are available in one online message (the 'invitation') (Salmon, 2002, p. 13).


## Delphi/Nominal Group Process Online (Best of the Best) (Thiagi, 2004, thiagi.com)



## Selecting Distance Learning Instructors

(Karen Mantyla, July 2000, Learning Circuits; author of Distance Learning: A Step-by-Step Guide for Trainers' QuietPower@aolcom)

- Exude enthusiasm
- Be learner-centered (ask if satisfied, active)
- Be flexible and willing to learn new skills
- Be adaptable to student and team needs
- Learn new tech and rehearse delivery
- Willing to create and use interactive tasks
- Display a sense of humor

## Bill Brescia's (2000) Doctoral Research on Online Mentoring

- Simple feedback vital, student clarification too
- Want professor opinions & resource suggestions
- Model at start; summarize at end of semester
- Most students saw value of reflection, not all
- Student resistance to reading long posts
- Students were resistant to weekend posting; continued posts
- Changing subject link important to discussion

## Facilitating Online Learning: Effective Strategies for Moderators

(Collison, Eribaum, Haavind, & Tinker, 2000)

- Lead intro community bldg activities
- Infuse personality: tone, graphics, humor
- Balance private email & public discuss
- Organize posts and threads
- Highlight tensions in the dialogue
- Avoid publicly praising someone
- Continuously judge when to respond


## Facilitating Student Responsibility

(The Virtual Student, Rena Palloff & Keith Pratt, 2003)

- Openness: Share from work of life
- Flexibility: Develop sense of online learning
- Honesty: Willing to give and receive feedback
- Willing to Take Charge/Responsibility
- Willing to Work Collab
- Post intros, bios, create social space, mode humor
- Give up control, co-create, allow time for reflection
- Model open, honest feedback, approp commun
- Rotate facilitation or leadership roles
- Post grading rubrics

## Steps in Building an Electronic Community (Palloff & Pratt, 1999)

- Clearly define the purpose of the group.
- Create distinctive gathering place for group.
- Allow members to resolve their own disputes.
- Promote effective leadership from within.
- Define norms and a clear code of conduct.
- Allow for a range of member roles.
- Allow for and facilitate subgroups.


## Design Considerations for Learner Interaction (Insung Jung, 2003, Handbook of Distance Education, Moore & Anderson (Eds.))

- Multiple layers of online content & resources
- Inc social presence & interpersonal interaction
- Embed different types of interactions with detailed guidelines and good topics
- Provide quick and frequent feedback
- Include visual layouts where possible
- Allow flexible course structure

## Ron Oliver, Edith Cowen University, Collab & Constructivist Web Tasks

(McLoughlin & Oliver, 1999; Oliver & McLoughlin, 1999)

1. Apprenticeship: Q&A; Ask an Expert forums.
2. Case-Based and Simulated Learning: exchange remote views; enact events online.
3. Active Learning: Design Web pages & databases.
4. Reflective/Metacognitive Learning: Reflect in online journals, bulletin boards
5. Experiential Learning: Post (articulate ideas) to discussion groups
6. Authentic Learning: PBL, search databases

http://elrond.scam.ecu.edu.au/oliver/

## Framework for Pedagogical CMC Techniques

(Paulsen, 1995, The Online Report on Pedagogical Techniques for CMC; morten@nki.no)

1. **One-alone Techniques:** Online journals, online databases, interviews, online interest groups.
2. **One-to-one Techniques:** Learning contracts, internships, apprenticeships.
3. **One-to-many Techniques:** Lectures, symposiums, skits.
4. **Many-to-many Techniques:** Debates, simulations, games, case studies, discussion groups, brainstorming, Delphi techniques, nominal group process, forums, group projects.

## Pedagogical Techniques of CMC (Paulsen, 1995, The Online Report on Pedagogical Techniques for Computer-Mediated Communication; morten@nki.no)

1. Collective databases, Access to Online Resources
2. Informal socializing (online cafes)
3. Seminars (read before going online)
4. Public tutorials
5. Peer counseling, learning partnerships (Online Support Groups)
6. Simulations, games, and role plays
7. Free Flowing Discussions/Forums
8. Email interviews
9. Symposia or speakers on a theme
10. The notice board (class announcements)

## Ideal Environment of Synchronous Trainer

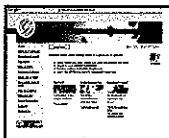
Jennifer Hoffman, Online Learning Conference, 2001, Oct.; Synchronous Trainers Survival Guide, August, 2003)

- A private, soundproof room.
- High-speed connection; telephone; powerful computer; additional computer; tech support phone #
- Studio microphone and speakers
- A "Do Not Disturb" sign
- Near restroom; pitcher of water

## Considerations: The Event

Jennifer Hoffman, ASTD, Learning Circuits, (2001, March)
**http://insynctraining.com/Insync_Home.html#Home**

- Log on early; students come 15 minutes early.
- Check to see if students brought needed items
- Vary instructional strategies; maximize interactivity
- Make it visual—color, sound, animation
- Design 10-minute breaks every 90 minutes
- Do tech checks of microphones (sound check).



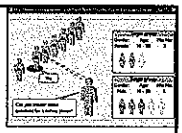
## E-College Wales: The Change Agenda

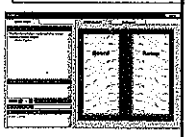
**Hierarchical challenges**

- **Multi disciplinary teams**
- **Emergent strategy**
- **Role of lecturer**
- **Staff development**
- **Quality Assurance**

## Lessons Learned

**(Journal of Interactive Online Learning, 3(3), Winter 2005)**

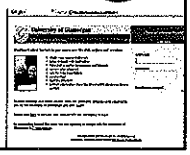




- **Must maintain motivation of Stage 1 of Salmon when go to Stage 2**
- **Initial face-to-face induction should focus, in part, on socialization**
- **Stage 2 of Salmon might be deleted**
- **Other lessons Glamorgan has learned relate to the Delivery Model, Content/Assessment, Staff Development, Student Support, Time, Interactivity**

## E-College Principles and Points

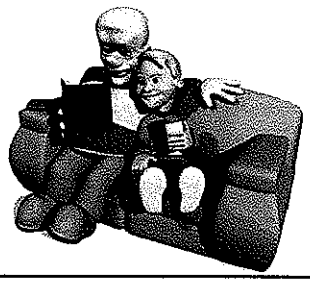
- **Learners based anywhere**
- **Defined by quality of service and support to the learner**
- **On-line resources-library, knowledge base**
- **24/7/52 Learner accesses courses when they choose**
- **ICT used for the improvement of the learner experience**



## Lessons Learned

- **Provide photographs of participants**
- **Encourage, encourage, encourage**
- **Agree netiquette**
- **Take care with humour -some does not work on-line**
- **Set clear goals**
- **Face to face induction preferred**
- **Social/contextual aspects**
- **Don't underestimate the time**
- **Importance of timely feedback**
- **Provide technical support**

## Designing Interaction/Interactivity



## What is the Interaction Rationale?

(per Ellen Wagner, April, 2004)

- ☑ Interaction is the most debated construct in the world of technology mediated learning design and development.
- ☑ In these settings, interaction is the defining attribute of the quality and value
- ☑ Interactivity (equated with interaction) is the most expensive component of a technology mediated learning design.

## Types of Interactions Possible?

(Moore, M. G. (1989). Editorial: Three types of interaction. American Journal of Distance Education, 3 (2), 1-7. )

1. Learner-Instructor
2. Learner-Learner
3. Learner-Content

---

4a. Learner-Self: highlighted the importance of 'self talking', or internal dialogue when engaging with learning materials (Soo & Bonk, 1998)

4b. Learner-Interface: The learner's ability to use the communication medium facilitating the online course (Hillman, Willis, & Gunawardena, 1994)

## Interaction with Classmates

(Karen Swan (2004) cites Charlotte Gunawardena)

- Design community building activities
- Build trust in initial activities
- Encourage sharing in discussions
- Train faculty about social presence and instructor immediacy
- Model and encourage verbal immediacy
- Require discussion summaries that identify steps in knowledge creation

## Interaction with Instructprs

(Karen Swan (2004) cites Peter Shea)

- Provide frequent public and private interactions with students.
- Establish clear expectations for instructor-student interactions
- Provide timely and supportive feedback
- Automate testing and feedback where possible
- Include in faculty development

## Did We Forget Anyone?

Yes, Curt Bonk and Vanessa Dennen

## Vanessa Dennen's Research on Nine Online Courses

(sociology, history, communications, writing, library science, technology, counseling)

Poor Instructors ⟷ Good Instructors

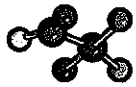
- Little/no feedback given
- Always authoritative
- Kept narrow focus of what was relevant
- Created tangential discussions
- Ultimate deadlines

- Provided regular feedback
- Participated as peer
- Allowed perspective sharing
- Tied discussion to grades, other assessments.
- Incremental deadlines

## Deadlines
(Dennen, 2002)

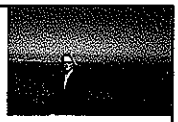
- Deadlines motivated participation
  - Message counts increased in the days immediately preceding a deadline
- Deadlines inhibited dialogue
  - Students posted messages but did not discuss
  - Too much lag time between initial messages and responses

## Modeling
(Dennen, 2002)



- Instructor modeling increased the likelihood of student messages meeting quality and content expectations
- Modeling was more effective than guidelines

## Reasons why...



Students don't participate
- Because it isn't required
- Because they don't know what is expected

Students all participate at last minute
- Because that is what was required
- Because they don't want to be the first

Instructor posts at the last minute

## Common problems with online discussion prompts
(Dennen, 2002)

Too vague
- Learners have no idea how to respond

Too fact-based
- Only one or two persons need to respond

Lack directions for interactions
- Learners don't know what acceptable participation looks like

## Elements of a good prompt

- Specifies the desired response type
- Allows for multiple correct answers (perspective sharing, unique application of knowledge)
- Fosters reflection, thinking, or collab
- Provides guidance for peer interaction

## Building Interactivity

### Initial Response

- Select and read one of your classmate's contributions, and post a message under their thread that discusses what major issues this article relates to and support your assertions with references to our course readings. If there are secondary issues, mention those as well. Please respond to a message that has not yet received a response so that we can make sure everyone gets at least one response. You may, of course, respond to multiple threads if you wish.

## 3-sentence rule
(Dennen, 2002)

- ✓ **Avoid overwhelming "I agree" type messages**
- ✓ **Require that all students post messages of 3 sentences or longer**
- ✓ **The result:**
  1. **I agree with you.**
  2. **That's a good idea**
  3. **Ummm.... I have to actually say something now!**

## Just a Lot of Bonk....

## #1. The Web Integration Continuum (Bonk et al., 2000)

Level 1: Course Marketing/Syllabi via the Web
Level 2: Web Resource for Student Exploration
Level 3: Publish Student-Gen Web Resources
Level 4: Course Resources on the Web
Level 5: Repurpose Web Resources for Others
==========
Level 6: Web Component is Substantive & Graded
Level 7: Graded Activities Extend Beyond Class
Level 8: Entire Web Course for Resident Students
Level 9: Entire Web Course for Offsite Students
Level 10: Course within Programmatic Initiative

## #2. RIDIC$^5$-ULO$^3$US Model of Technology Use

**Tasks (RIDIC):**

- **Relevance**
- **Individualization**
- **Depth of Discussion**
- **Interactivity**
- **Collaboration-Control-Choice-Constructivistic-Community**

## RIDIC$^5$-ULO$^3$US Model of Technology Use

**Tech Tools (ULOUS):**

- **Utility**
- **Learner-Centeredness**
- **Opportunities with Outsiders Online**
- **Usable (or Ultra Utopian Low Cost)**
- **Supportive**

## #3. Let's Explore These Hats Again With Specific Examples!

- **Technical**
- **Social**
- **Managerial**
- **Pedagogical**

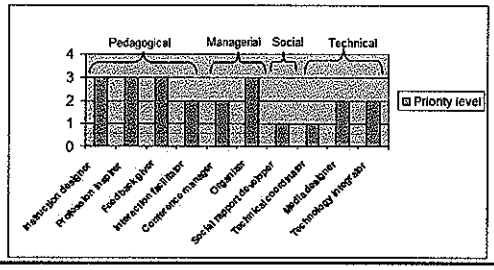
Liu, X., Bonk, C. J., Magjuka, R. J., Lee, S. H., & Su, B. (2005). Exploring four dimensions of online instructor roles: A program level case study. *Journal of Asynchronous Learning Networks. 9*(4), pp. 29-48.

| Dimensions | Roles | Description of Roles | Issues |
|---|---|---|---|
| Pedagogical | Course designer | Design interactive learning experience, structure course materials, outline and update learning materials, share teaching experiences with other users | Lack of program wide faculty interaction |
| | Profession-inspirer | Promote professional dialogue among online learners; relate personal experiences and cases to the discipline; point to professional organizations | |
| | Feedback-giver | Provide timely and high quality feedback; provide formative feedback for continuous learning improvement | |
| | Interaction-facilitator | Facilitate peer interaction in online discussion through a wide range of facilitation strategies | Lack of facilitation skills; concerns about time commitment |
| Managerial | Conference manager | Ensure equity in online discussion; provide rules and guidelines to organize online discussion, promote knowledge construction | Lack of skill in steering discussion |
| | Organizer and planner | Provide clear instructions and organization of course structure; achieve a balance between structure and flexibility | |
| Social | Social support leader | Build social rapport, establish online norms, build online learning community | Lack of awareness of social role; lack of technology; concern about time commitment |
| Technical | Technical consultant | Refer students to technical support; recommend technical support | |
| | Media designer | Develop multi-media media; identify and re-design efficient learning tools | Concern about time |
| | Technology integrator | Use highly interactive tools to facilitate high quality online interaction | Lack of technical skills; concern about time commitment and accessibility issues |

Liu, X., Bonk, C. J., Magjuka, R. J., Lee, S. H., & Su, B. (2005). Exploring four dimensions of online instructor roles: A program level case study. *Journal of Asynchronous Learning Networks. 9*(4), pp. 29-48.

- **As for community, I think we're staggering toward one that's driven by the faculty members themselves. The times that we've been in the same room we say to each other, "We've got to get together. We've got to form some kind of group so we can trade ideas." We did get together for a lunch, but it was unplanned, and we can do a lot more with that.**

**Figure 1. Perceived Priority of Different Roles (High Priority=3, Medium Priority=2, Low Priority=1)**




## 1. Technological Hat

- **Address tool/system familiarity**
- **Require early assignment to test technology**
- **Have orientation task, early training**
- **Be flexible, smooth out problems**
- **Plan, test, support**

## 2. Social Hat

- **Create community, set tone, motivate**
- **Welcome, thank, invite, reinforce positives**
- **Foster shared knowledge**
- **Support humor and conversational tone**
- **Use tools such as cafes, profiles, pictures**
- **Invite to be candid**

## 3. Managerial Hat

- **Set agenda, timetable/calendar, assignment page**
- **Set objectives, clear times, due dates, expectations**
- **Explain rules, assignments, intended audiences**
- **Assign teams and coordinate meeting times**
- **Monitor discussions and track logins**
- **Provide weekly feedback and class updates**
- **Manage gradebooks; post grading rubrics**

## 4. Pedagogical Hat

- Use PBL or inquiry environment
- Refer to outside resources and experts
- Coordinate student interaction, team collaboration
- Assign roles, set goals, foster peer feedback
- Ask probing questions, refocus, nudge, instruct
- Scaffold, give advice, mentor
- Weave, synthesize, link ideas, provide overviews
- Know when to intervene and when to leave alone

# How to Combine these Roles?

## E-Moderator

- Refers to online teaching and facilitation role. Moderating used to mean to preside over a meeting or a discussion, but in the electronic world, it means more than that. It is all roles combined—to hold meetings, to encourage, to provide information, to question, to summarize, etc. (Collins & Berge, 1997; Gilly Salmon, 2000); see http://www.emoderators.com/moderators.shtml.

## What Roles of Online Instructor???

- facilitator, hostess, chair, host, lecturer, tutor, facilitator, mediator, mentor, provocateur, observer, participant, assistant, organizer

(Paulsen, 1995; Selinger, 1999)

## Other Hats

## Personal Learning Trainer

- Learners need a personal trainer to lead them through materials and networks, identify relevant materials and advisors and ways to move forward (Mason, 1998; Salmon, 2000).

## Online Concierge

- **To provide support and information on request (perhaps a map of the area...) (Gilly Salmon, 2000).**

## Online Conductor

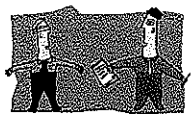
- **The pulling together of a variety of resources as people as in an orchestra to produce beautiful integrated sound or perhaps electrical current conductors if your conferences are effective and flow along, there will be energy, excitement, and power (Gilly Salmon, 2000).**

## E-Police

- **While one hopes you will not call yourself this nor find the need to make laws and enforce them, you will need some Code of Practice or set procedures, and protocols for e-moderators (Gilly Salmon, 2000).**

## Online Negotiator

- **Where knowledge construction online is desired, the key role for the e-moderator is one of negotiating the meaning of activities and information thought online discussion and construction (Gilly Salmon, 2000).**



## Online Host

- **The social role of online working is important so there may be a need for a social host or hostess. They do not need to run social events online (though they may) but ensure everyone is greeted and introduced to others with like-minded interests (Gilly Salmon, 2000).**

## Other Hats

- **Weaver**—linking comments/threads
- **Tutor**—individualized attention
- **Participant**—joint learner
- **Provocateur**—stir the pot (& calm flames)
- **Observer**—watch ideas and events unfold
- **Mentor**—personally apprentice students
- **Community Organizer**—keep system going

## Still More Hats

| | |
|---|---|
| Assistant | Gardener |
| Devil's advocate | Helper |
| Editor | Lecturer |
| Expert | Marketer |
| Filter | Mediator |
| Firefighter | Priest |
| Facilitator | Promoter |

So,
who
has
their
night life
hat on?

## Just a Lot of Bonk

- Make learners also the teachers
- Offer multiple ways to succeed, choices
- Market/Share what do
- Archive work, repurpose it, use it, simplify it
- Take course online as a student
- Find a tech mentor
- Be flexible

## Facilitating Electronic Discussion

(Curt Bonk, Indiana University, 2003)

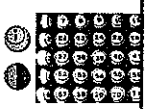
- Provide Guidelines and Structure
- Weave and Summarize Weekly
- Be patient, prompt, and clear
- Assign Due Dates, Times, and Points
- Constantly Monitor, Converse , Guide
- Assign Buddies/Pals or Include Mentoring
- Extend Beyond Class with Experts

## Pedagogical Tips

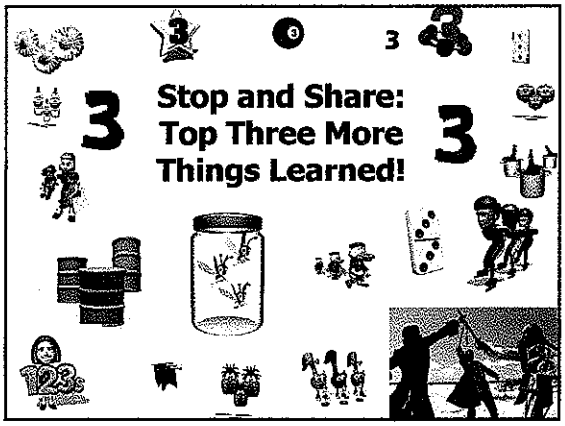
(Curt Bonk, Indiana University, 2003)

- Simplify (everything!!!)
- Tell stories of the past to convince
- Work with colleague on Web site
- Scheduling something due early
- Create variety: tasks, topics, participants, etc.

## So who has Bingo?



| BINGO | | | |
|---|---|---|---|
| clock | pen | book | blackboard |
| crayon | door | desk | light |
| notebook | bag | window | chair |
| table | clock | pencil | window |


**Discussion:**
**How will you design your e-learning now?**